


The higher education teaching practices in the public Universities of Bangladesh

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Article Info	ABSTRACT
Keywords: Pedagogy, teaching-learning practices, higher education, university education, Bangladesh	<p>Better teaching-learning practice ensures effective learning of scholars and further exhibits teachers' skills and efficiencies in education. This research aims to analyze the teaching-learning practices of public universities in Bangladesh. This study followed the survey method for data collection and a complete of 98 questionnaires were analyzed giving a response rate of 90.74 percent. This study used convenience sampling for sample selection. The respondents of the study were the teachers from different faculties of public universities in Bangladesh. The collected data were analyzed using SPSS version 26. The result indicates that the upper level of education within the country still follows the pedagogy sort of teaching. Among the respondents' 59.2 percent haven't any idea about the andragogy sort of teaching and 71.4 percent haven't any idea about the heutagogy sort of teaching. Moreover, 44.9 percent of the respondents believe that students' learning is assured through the pedagogy style. Simultaneously, Focus give-and-take (FGD) and Key Informant Interview (KII) methods were also applied for in-depth data collection. Finally, the study implications, limitations further suggestions are discussed accordingly during this report.</p>
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INTRODUCTION

Diverse teaching approaches have discovered that teaching could be a complex process adapting to the precise needs of the learners, issues, and therefore the general contexts, however, the act of learning seems a typical activity (Chekour, Laafou & Janati-Idrissi, 2018). In educational settings, there's no single approach to show a selected subject. Therefore, teachers are unengaged in choosing the acceptable teaching-learning approaches that support their needs, performance and limitations, etc. During this study, the most teaching-learning approaches to facilitate the education of scientific discipline, business and science subjects were explored (Jones, Penaluna & Penaluna, 2019). supported this study, the blend of relatively recent approaches, a summary of public universities' practices and ways for shifting to Andragogy and Heutagogy teaching and learning practices are highlighted.

Research Problem

Previous research has addressed the problem of matching the suitable instruction

methodology to the learners' learning styles. But research examining the suitability of andragogy and pedagogy as instruction methodologies in teaching don't seem to be the maximum amount within the context of developing countries like Bangladesh (Muduli, Kaura, & Quazi, 2018). The empirical studies further show that different people learn in numerous ways; per se, learning styles vary between learners (Bagar-Fraley, et. al., 2020). The kind and range of activities that learners undertake to accumulate information reflect their learning style. Surprisingly these styles and activities are likely to rely upon the maturity of the learners and also the domain of instruction (Guardia, Del Olmo, Roa & Berlanga, 2019). This study aims to look at the available methodologies and identify the foremost preferred instruction methodology for education as perceived by the learners, more specifically for courses offered at university-level education in Bangladesh. Data were collected from participants in several faculties of public universities in Bangladesh. The maturity level of the teachers was ascertained by looking at the dynamics of the popular teaching varieties of the teachers.

Literature Review and Hypothesis Development

The fundamental premise of adult learning is that the higher the fit between the educational type of learners and the instructional methodology of the teacher, the more favorable the training outcomes (Amirkhiz, Moinzadeh, & Eslami-Rasekh, 2018). Among the varieties of modern teaching approaches Pedagogy makes the learners conscious about the knowledge and skill required. Andragogy makes them competent to use a skill in trained conditions, but Heutagogy makes them capable of figuring all told circumstances using their creative, cognitive, communicative, collaborative, and digital skills (Bansal et. al., 2020).

The pedagogy is the oldest teacher-centric kind of learning where the teacher decides what and the way to show and assess the education (Jumanovich & Eshboevna, 2019). In conventional terms, it's a lecture-based classroom TL method with its main specialization in imparting knowledge without emphasizing its application. Subsequently, it had been realized that after adolescence, students are mature enough to place forth their views and need their participation and also to come to a decision the curriculum and methods of learning (Syamsul, 2018). Pedagogical models assign a obligation to teachers because teachers are those who decide the thanks to teach. Therefore, the learners within the pedagogical model are more hooked in to the teacher and also the subject material (Akyildiz, 2019).

On the opposite side, Andragogy is one in all the popular theories of adult learning under self-directed learning (Jones, Penaluna & Penaluna, 2019). According to Hanselmann (1951), andragogy wasn't about adult schools but about helping adults with the educational process, and he regarded the goals of andragogy as a continuation of the goals of pedagogy. Andragogy was alleged to contribute to the adults' self-education, and he considered this to be a life process that was independent of college as an establishment. The key features of andragogy are autonomous, self-directed, and interactive learning, and learners are more motivated by internal than external drives (Muduli, Kaura & Quazi, 2018).

Similarly, Heutagogy could be a concept originally given by Hase and Kenyon at the

turn of the century and was revived by Blasche in 2012 (Blaschke & Hase, 2019). Nowadays, during this era of digital technology, it's favored to accumulate, renew, and upgrade knowledge and skills for long-term learning. Heutagogy is student-centric self-determined learning supported by humanistic theory guided by technology-based learning design. It lays distinct emphasis on learners to choose what to find out, and the way to be told, and on learning to make opportunities (Anand, Pujar & Rao, 2021). Heutagogical methods addressing the self-directed learning needs of the autonomous professional learner include distance learning and the use of Web 2.0 technologies. Designing curricula and therefore the learning modules require a distinct set of teaching skills as course and learning module creator and provider of feedback that recognize the wants and designs of those learners is different (Marcut & Chisiu, 2018).

Appropriate teaching-learning approaches in higher education

The study findings revealed that the employment of pedagogy in higher learning institutions isn't well addressed. Since university teachers don't have any foundation training on teaching-learning methods, and they haven't any previous training on this issue, except one/two lectures by the Institutional Quality Assurance Cell (IQAC) in recent years, they have not had any experience in pedagogy-based teaching-learning experience (FGD-1). Although it's well established that teaching professionals should attend the Training of Trainers (ToT) course for his or her professional excellence 58.2% of the respondents didn't attend such training and don't apply modern teaching methods. Surprisingly, the bulk of the respondents (65.3%) mentioned that higher-level education needs pedagogy sometimes. Therefore, the subsequent objective is addressed:

Causes of practicing traditional methods in higher education

This study reveals that among the respondents 41.8% agreed that they're comfortable with the pedagogy kind of teaching; whereas, 31.6% strongly agreed that they're comfortable with the pedagogy. 45% of the respondents agreed that they can not think aside from pedagogy. SPSS results further revealed that the majority of the respondents (59.2%) don't have any idea about Andragogy and only 8.2% have a plan about it. Therefore, traditional methods are still followed at higher-level education in Bangladesh.

Idea about modern teaching-learning practices in higher education

The study findings further revealed that Pedagogy could be a traditional approach to teaching. it's good for the fundamental level of scholars but the scholar of University level must be oriented with other methods additionally (KII-4). Furthermore, Pedagogy is nearly a teacher-centric approach and students can participate fairly often (FGD-1). Many countries have already started applying the Andragogy method but we don't have vast knowledge and that we prefer to follow the standard method (KII-4).

Idea about modern teaching-learning practices at higher education

In the light of the study findings, by applying the knowledge of Heutagogy students' learning are going to be more pragmatic (KII-2). There could also be a struggle because the teachers of public universities aren't well trained and most of the university follows traditional methods of teaching (FGD-1). But most of the respondents (46.9%) agreed that

higher-level education needs the andragogy variety of teaching.

Idea about modern teaching-learning practices at higher education

The study results suggest, 53.1 percent of the respondents agreed that the andragogy style reflects the prophecy of teaching. it's been found within the study that the bulk of the respondents (71.4%) haven't any idea about heutagogy. 60.2 percent of the respondents agreed that heutagogy isn't about learning content but rather learning the way to learn. Similarly, 92.9 percent of the respondents agreed that a mixture of andragogy and heutagogy assures proper learning. Hence, this is often the correct time to consider and begin the application of andragogy and heutagogy because of the modern teaching-learning approach at university-level education.

METHOD

This study has adapted a cross-sectional survey design for collecting data employing a five-point Likert scale (strongly agree=5 to strongly disagree=1). As suggested by Sekaran and Bougie (2013), a survey research questionnaire could be a widely used method for obtaining data from an outsized number of respondents. Specifically, this study was conducted in 6 public universities in Bangladesh, and data was collected through a structured questionnaire method. Simultaneously, Focus word (FGD) and Key Informant Interview (KII) methods were also adopted for in-depth data collection.

Sample Design & Sampling

In order to draw the samples, this study adopted the convenience sampling technique (Sarstedt et al., 2018). during this study, sample size was resolute on the idea of the sample size rule of thumb mentioned by Krejcie and Morgan (1970). Considering the range of disciplines at the university level in Bangladesh, the samples were selected equally from 3 faculties like faculty of science, faculty of business, and college of science of 6 public universities. 6 samples from each faculty in an exceedingly specific study area were selected accordingly and as a full, it becomes 108. a complete of 108 structured questionnaires were distributed to the respondents where 98 questionnaires were returned. The questionnaires were in open envelopes and requested to shut them once they return. No name or personal information was asked within the questionnaires for ensuring anonymity. Among them, 98 (90.74 percent) questionnaires received were usable. This rate is taken into account sufficient within the light of the argument of previous studies (Hair et al., 1998, 2014, 2017) that a 30-50% percent response rate is suitable for the survey study. Table 3.1 shows the response rate of the study.

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Table 1 Response Rate of the Questionnaire

Details	Frequency	Percentage (%)
Questionnaires distributed	108	100
Total Returned questionnaire	98	90.74
Unreturned questionnaire	10	9.25
Usable questionnaire for analysis (valid response)	98	90.74

Source: The Researcher

Measurement

This study applied existing measurement scales. the premise for the instrument development of this study arises from the research design and existing literature on pedagogy, andragogy, and heutagogy as discussed in previous chapters. The instruments employed during this study geared toward data collection within the kind of questionnaires. The survey questionnaire measured the variables of this study. Sekaran (2003) considered survey-based studies in concert of the foremost appropriate data collection instruments.

The survey questionnaire has been designed into two sections. it's the rule of thumb that each variable is comprised of few items and not but three items (Hair, et al., 2014). Therefore, all variables within the study carries with it a minimum number of things to clarify the notion. Section one consists of eight demographic variables including gender, age, legal status, educational level, concerned department, service tenure, designation, and kind of employment. Section two consists of fourteen items that measure the pedagogy form of teaching, six items that measure the andragogy sort of teaching, and 7 items that measure heutagogy.

Therefore, the whole items of the questionnaire are thirty-five to realize the study objectives. In section one, different questions (items) about the demographic information of the respondents are included with a unique number of options and thus, the respondents were asked to produce their opinion in anybody of these options for every item. Simultaneously, the respondents were asked to place their opinion through a 5-point Likert scale for the things covered under section two.

Moreover, the measurement scales are adapted from existing measurement scales developed by different researchers (Suhaimi, Adnan & Puteh, 2020; Howard, Gorzycki, Desa & Allen, 2018; Holton III, Wilson, & Bates, 2009; Gore, Griffiths & Ladwig, 2004) that are widely utilized in different researches and thus, the measurement scales aren't prepared by the researcher of this study.

Analytical Strategy

The study questions and variables are considered as the basis for choosing data analysis methods (Burd et al., 2020). For examining the hypotheses of the constructs established on the inspiration of the literature review several analysis techniques are employed in this study. The preliminary analyses like the demographic profile of the respondents and multicollinearity are conducted using SPSS 26 version software (Shrestha, 2020). For a more robust understanding of the study findings this study has conducted 2

Focus group discussion (FGD) and 6 Key Informant Interviews (KII); where the senior teachers of the general public universities took part and shared their opinion regarding the teaching-learning practices at the university level education. Among them, 2 Deans, 12 Professors, and 4 heads of departments participated in the FGDs and KIIs. All data are presented analytically in a very descriptive format. However, the analysis has been conducted to satisfy the research questions that are linked with the research questions.

RESULTS AND DISCUSSION

The discussion focuses on the research questions stated in chapter one of this study. The study findings are interpreted and discussed with the help of relevant previous studies. The detailed discussion and interpretations of the result findings following the research questions and therefore the objectives are stated below.

The study findings revealed that the utilization of pedagogy in higher learning institutions isn't well addressed. Since university teachers don't have any foundation training on teaching-learning methods, and they haven't any previous training on this issue, except one/two lectures by IQAC in recent years, they do not have any experience of the pedagogy-based teaching-learning experience (FGD-1). Although it's well established that teaching professionals should attend the Training of Trainers (ToT) course for his or her professional excellence but 58.2% of the respondents didn't attend such training and don't apply modern teaching methods. Surprisingly, the bulk of the respondents (65.3%) mentioned that higher-level education needs pedagogy sometimes.

Although it is well established that teaching professionals should attend the Training of Trainers (ToT) course for their professional excellence but 58.2% of the respondents did not attend such training and do not apply modern teaching methods.

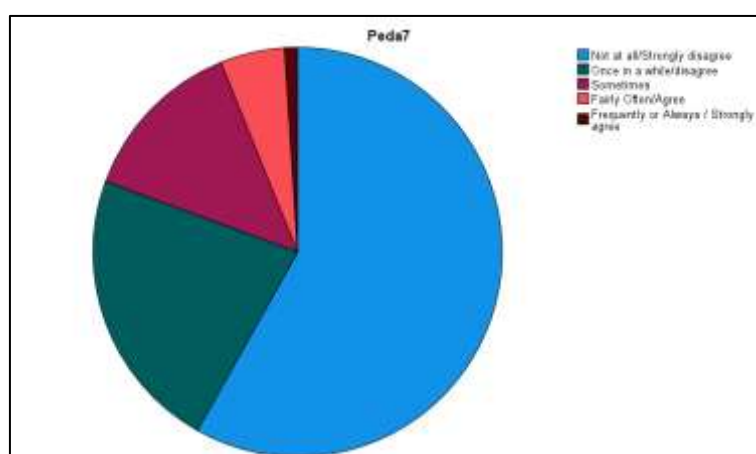


Figure 1 Response on ToT course

Surprisingly, the majority of the respondents (65.3%) mentioned that higher-level education needs pedagogy sometimes.

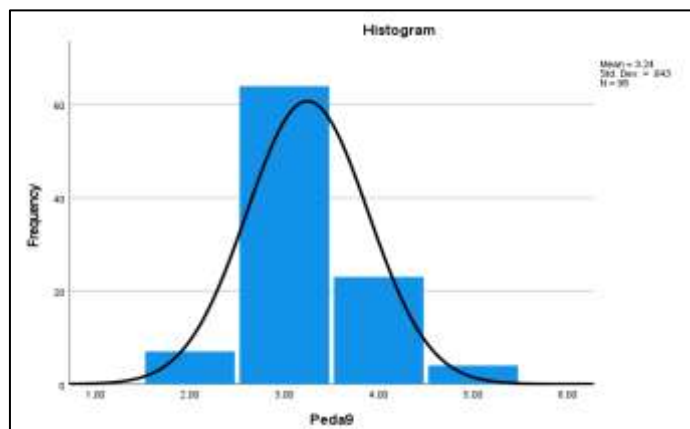


Figure 2 Pedagogy in Higher Education

This study further reveals that among the respondents 41.8% agreed that they are comfortable with the pedagogy style of teaching; whereas, 31.6% strongly agreed that they are comfortable with the pedagogy. Out of the total respondents, 45% of them agreed that they cannot think other than pedagogy.

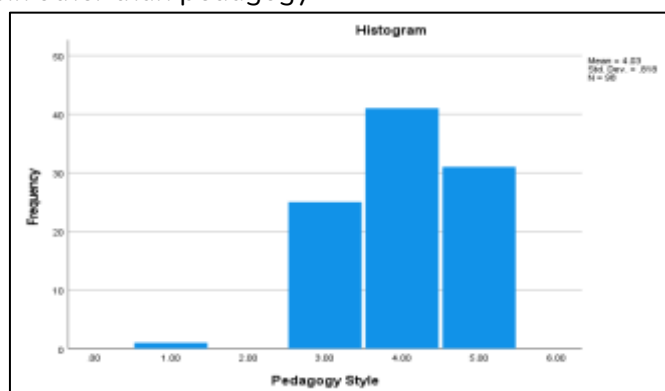


Figure 3 Respondent's comfort with Pedagogy

Results further revealed that most of the respondents (59.2%) have no idea about Andragogy and only 8.2% have an idea about it. Therefore, traditional methods are still followed at higher-level education in Bangladesh.

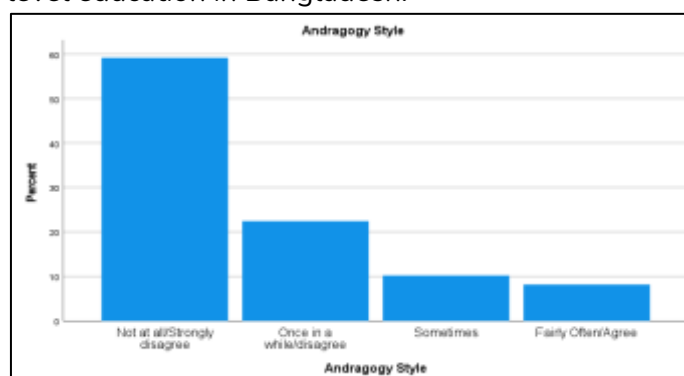


Figure 4 Idea on Andragogy

This study further reveals that among the respondents 41.8% agreed that they're comfortable with the pedagogy variety of teaching; whereas, 31.6% strongly agreed that they're comfortable with the pedagogy. 45% of the respondents agreed that they can not think apart from pedagogy. SPSS results further revealed that almost all of the respondents (59.2%) haven't any idea about Andragogy and only 8.2% have an inspiration about it. Therefore, traditional methods are still followed at higher-level education in Bangladesh.

CONCLUSION

In light of the study and on the premise of the research findings, it is often concluded that the study revealed the teaching-learning practices at university-level education in Bangladesh; whereas, the concept of andragogy and heutagogy isn't well-known among the bulk of the teachers. The study has also provided empirical evidence of a major need for a contemporary teaching-learning approach in pedagogy. Additionally, this study has contributed to the body of data by providing additional empirical evidence about the concepts of pedagogy, andragogy and heutagogy in developing country contexts. Moreover, the study findings emphasize the application and importance of andragogy and heutagogy form of teaching. In a very nutshell, it's expected that this study will help throw some light on the importance of andragogy and heutagogy as a contemporary teaching approach and the way they will benefit the schools as a full.

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